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ABSTRACT

The teacher's guide for the Pre-GED (General Educational Development) Level III reading skills student workbook path of the PATHWAYS Curriculum contains a concise explanation of each skill, suggested teaching strategies, answers to the exercises, and a list of available commercial materials that may be used to supplement the exercises for each lesson. Lessons deal with the components of the following topics: word analysis, vocabulary, comprehension, and study skills. The guide presents detailed, step-by-step instructions for implementing the suggested strategies, which may be used for both individualized and group instructional settings. The preface describes in detail the components of the culture-based GED preparatory reading and writing curriculum for American Indian adult education students. (ERB)

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PATHWAYS

AN ADULT PRE-GED READING SKILLS WORKBOOK
Level III

TEACHER'S GUIDE

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PREFACE

TO THE TEACHER

This guide is part of a culture-based, GED preparatory reading and writing curriculum for adult education students. Based on skill area analysis of the simulated GED examination, all skills needed to pass the reading and writing sections of the GED (General Educational Development) exam have been compiled into the sequential, systematic program of study this curriculum encompasses.

In addition to providing a sequential, systematic approach to adult education instruction, the curriculum is unique in that it is completely culture-based. Utilizing Southwestern Indian myths, legends, poems, history, and information on religious beliefs, architecture, fine arts, music, dance, and social practices, the student workbooks present well-researched, accurate information about the rich heritage of Indian cultures of the Southwest. It is thus hoped not only that the workbooks will provide a welcome alternative to the too-often dry material found in commercial texts but also that the student's task of assimilating standard GED concepts and skills will be made both easier and more enjoyable.

The workbooks emphasize student-generated writing. This emphasis is achieved in two ways: the student is asked to write brief, one-sentence answers to questions in the exercises, and the student is given instruction and practice in composing short narratives as well as paragraphs. The reason for this is two-fold. First, traditionally, literacy programs for adult education students have focused on the teaching of reading and spoken English; the teaching of written composition, unfortunately, has received little or no emphasis. Second, although the GED exam, at present, assesses the student's mastery of the mechanics

of writing rather than his/her ability to compose a sentence, paragraph, or essay on a given topic, it is the bias of this author that the ability to do so is essential. Good composition skills are necessary in real-life situations ranging from having to write a letter to a landlord to completing an assigned task of composing a brief letter for an employer. The student who demonstrates writing proficiency not only will be a promising candidate for employment but also will be likely to advance more rapidly, once hired, than will the student who lacks the ability to express himself or herself in writing.

The curriculum consists of a continuum of skills, six student workbooks including unit tests, and six accompanying teacher's guides. The curriculum may be used either for individualized or group instruction. Each of the components is described below.

CONTINUUM OF SKILLS

The Continuum of Basic Reading and Writing Skills contains a scope and sequence of reading and writing skills for grade levels three (3) through eight (8). It identifies those skills which should be introduced at each grade level (3-8), and it indicates the order in which each skill should be presented. The determination of the scope (how many and what kind) and sequence (in what order) of skills in the Continuum is based not only on the GED requisites but also on extensive research of successful adult education and developmental English programs.

The purpose of the Continuum is to provide a suprastructure for an instructor or administrator who wishes to develop a total ABE/Pre-GED reading and writing skills curriculum for grade levels three (3) through eight (8). Although it is designed to be used with the corresponding student workbooks and teacher's guides, the Continuum may also be used independently of them to serve as a guide for structuring an ABE/Pre-GED program, using other available materials.

STUDENT WORKBOOKS

There are six student workbooks, three each in reading and writing. The workbooks and their corresponding grade levels are listed below.

	Reading Workbooks	
Pre-GED Level I	6th grade	Readability = 5.7 - 6.9
Pre-GED Level II	7th grade	Readability = 6.5 - 7.9
Pre-GED Level III	8th grade	Readability = 7.5 - 9.0
	Writing Workbooks	
Pre-GED Level I	6th grade	Readability = 5.7 - 6.9
Pre-GED Level II	7th grade	Readability = 6.5 - 7.9
Pre-GED Level III	8th grade	Readability = 7.5 - 9.0

Readability formulas have been applied to all selections to ensure the appropriate level of difficulty.

The organization of both the reading and the writing workbooks is the same. The workbooks observe the scope and sequence detailed in the Continuum for grade levels 6, 7, and 8.

In some instances individual skills listed in the Continuum do not appear in the student workbooks. In an attempt to control the scope of the workbooks, certain skills of secondary importance to the acquisition of a GED have been omitted. The coding of skills in the workbooks, however, remains consistent with that of skills listed in the Continuum.

Each lesson instructs a skill. The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill or concept presented are provided for the student. The items in each exercise are written in multiples of four (4, 8, 12, 16, 20, etc.), thus enabling the teacher to use a consistent criterion for measuring mastery of a given skill. (The

author recommends that a student should receive a score of at least 75% on each lesson before proceeding. If additional reinforcement of a skill is needed, the teacher should refer to the supplemental materials list in the teacher's guide.)

All related, individual skills are presented in the workbooks in units. For example, in the reading workbooks all of the individual skills used in comprehension *(i.e., main idea, cause and effect, sequence, etc.)* are contained in a unit called "Comprehension." Likewise, in the writing workbooks individual skills required for mastery of grammar *(i.e., noun, verb, adjective, adverb, pronoun, etc.)* are contained in a unit called "Parts of Speech." Individual lessons in a unit should be completed in sequence, since the later lessons are based on concepts presented in previous lessons.

At the end of each unit, a unit test has been included in the student workbook to enable the teacher to measure the student's mastery of the skills contained in the unit.

At the end of each student workbook is provided a glossary which includes all literary, grammatical, and technical terms used in that workbook. The glossary is designed, primarily, to bring to a student's mind a forgotten definition or to clarify a difficult term. For further explanation, the student should, of course, consult the appropriate section of the workbook.

TEACHER'S GUIDES

A comprehensive teacher's guide accompanies each student workbook. It is the author's belief that adult education instructors will more effectively teach any and all reading and writing skills if specific teaching methods and materials are available. Therefore, for each skill, the teacher's guide contains a concise explanation of the skill, suggested teaching strategies, answers, and a list of available

commercial materials (specific pages cited) which may be used to supplement the exercises in the workbook.

The need for specialized methods of instruction in adult education is widely acknowledged. The teaching strategies recommended in this guide observe accepted practices for instructing adults *(i.e., aural-oral, oral-to-written, verbal, and other second-language approaches)*. Further, recognizing the possibility that some adult education instructors and aides may not have received formal training in teaching methodology, the guide presents detailed, step-by-step instructions for implementing the suggested strategies. Instructional strategies for use of the materials in both an individualized and a group instructional setting are presented.

Also, for each skill the guide contains a list of supplemental materials with specific page numbers cited. The materials suggested may be used to provide additional reinforcement, if needed. This list is not exhaustive; additional materials may be added according to individual program needs.

Program directors and teachers should refer to the Implementation Handbook for further information on the use and implementation of the curriculum. The Implementation Handbook contains sections on Understanding the Native American Learner (includes learning styles); Overview of Curriculum Components; Diagnoses, Evaluation, and Placement; Effective Teaching; Classroom Management; and Recordkeeping (includes student tracking charts).

A final note: Because of traditional Navajo beliefs, Coyote stories are told only during the winter months. In recognition of this cultural restriction, the instructor may wish to excuse the Navajo student from those lessons containing Coyote stories except during these months.

KEY TO SUPPLEMENTAL MATERIALS

BBSR	Building Basic Skills in Reading, Contemporary Books, Inc.
BBSW	Building Basic Skills in Writing, Contemporary Books, Inc.
BL-SSS	Specific Skills Series, Barnell-Loft, Ltd.
BSG	Basic Skills in Grammar, Cambridge Book Co.
Coping 4	Coping 4, How to Get a Job, Perfection Form Co.
EE	English Essentials, Steck Vaughn Co.
EG-KET	English Grammar, Kentucky Educational Television Study Guide, (Writing Skills), Cambridge Book Co.
EW	Everyday Writing
FPP	From Pictures to Passages, Contemporary Books, Inc.
GED-SB:DWS	GED Scorebooster, Developing Writing Skills, GED Test Preparation Series, Steck Vaughn Co.
IE (Cam IE)	Introduction to English, Pre-GED, Cambridge Book Co.
IYV	Increase Your Vocabulary, Cambridge Book Co.
LDL	Language in Daily Living, Steck Vaughn Co.
LE	Language Exercises, Steck Vaughn Co.
LOL	Learning Our Language, Steck Vaughn Co.
PGLS	Pre-GED Language Skills, Cambridge Book Co.
PGRS	Pre-GED Reading Skills, Cambridge Book Co.
PGW	Pre-GED Writing Skills, McGraw-Hill Book Co.
REW	Regents English Workbook, Regents Publishing Company, Inc.
RFC (RC)	Reading for Comprehension, Cambridge Book Co.
SF	Culture, People, Messages, Coping, Scott, Foresman & Co.
SIL	Skills in Language, Cambridge Book Co.
SIR	Skills in Reading, Skill Power Series, Cambridge Book Co.
Spelling	Spelling, Cambridge Book Co.
SPS (CSPS)	Skill Power Series, Cambridge Book Co.
SVR	Adult Reading Series, A Sequential Program (2200-2600), Steck Vaughn Co.
SES	The New Streamlined English Series, New Readers Press

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UNIT I

I. WORD ANALYSIS

A. Prefixes, suffixes, and root words

A prefix is a word part that goes before the main part of a word and alters the meaning of the word.
A suffix is a word part that goes after the main part of a word and alters the meaning of the word.
A root word is also called the base word; it is the word part that a prefix and/or suffix attaches to.

TEACHING SUGGESTIONS:

1. Have students supply a list of words using prefixes and suffixes listed in text. Most of the words on teacher's list will probably be included.

2. Use magazine ads to teach prefixes. Ads to use are those for autos, cleaning supplies, soft drinks.

3. Teach two new prefixes or suffixes per day. Be sure each student understands prefixes completely. You might select prefixes to be taught from their list of given words (#1).

4. Have student supply two opposite-meaning prefixes for the root word.

   EX: prepaid, postpaid
   discourage, encourage.

ANSWERS:

1. *misused*
2. *childhood*
3. *government*
4. *dangerous*
5. *postmortem*
6. *antifreeze*
7. *waitress*
8. *wooden*
9. *vision; the act of seeing*
10. *scribble; to write or*
11. *portable; able to be carried*
12. *magnificent; large in deed or place*

SUPPLEMENTAL MATERIALS:

BBSR I, pp. 125-126, 129-133
PGW, pp. 146-150

UNIT II

II. VOCABULARY

A. Using context clues

Context clues are what you use when you try to figure out the meaning of a word from the other words in the sentence or paragraph.

TEACHING SUGGESTIONS:

1. Give students a paragraph containing one word per sentence that is not easily understood. Discuss each sentence to get different ideas of meanings. After consensus on meaning, ask different students to find definitions in dictionary.

2. Have students compose simple paragraph and leave out words. Exchange papers and let students fill in the blanks. Have students discuss in small groups original words and those supplied by other students. Does the new word change the original meaning?

3. Ask each student to bring in a short newspaper article with words not known to her. Student should circle unfamiliar words. Have small groups discuss the articles and come to conclusions about word meanings.

4. When using dictionary, have students go to the blackboard. There is no chance for error, and this provides a time to begin confidence building. Be sure there is easy access to dictionaries for students.

ANSWERS:

1. *a*
2. *c*
3. *b*
4. *b*
5. *a*
6. *c*
7. *b*
8. *a*

SUPPLEMENTAL MATERIALS:

SVR-2300, pp. 56, 60, 73-74, 79
SVR-2200, pp. 22-31
BL-SSS, units 1-25 (entire booklet)
BBSR, pp. 123, 124
PGRS, pp. 45-60

II.B. Synonyms, antonyms, and homonyms

A synonym is a word that means nearly the same as another word.
An antonym is a word that means nearly the opposite of another word.
A homonym is a word that sounds like another word but is spelled differently and has a different meaning.

TEACHING SUGGESTIONS:

1. Drill student orally on "same" and "opposite" words.
2. Provide sentences with homonyms; have student spell homonym correctly.
3. Prepare sentences with selected words underlined. Ask student to rewrite the sentences substituting words of opposite meanings for underlined words.
4. Provide sample newspapers and magazines for students. Have students find synonyms and antonyms.
5. Have student do crossword puzzles. This helps a lot with their synonyms and antonyms.

ANSWERS:

1.	b	9.	a
2.	a	10.	b
3.	d	11.	a
4.	a	12.	b
5.	b	13.	c
6.	c	14.	a
7.	b	15.	d
8.	d	16.	b

SUPPLEMENTAL MATERIALS:

BBSW II, pp. 128, 129
BBSR I, pp. 123-125
LE, Gold Book, pp. 30-34

UNITS I & II POST-TEST: WORD ANALYSIS/VOCABULARY

1. favoritism
2. dissatisfied
3. portable
4. curious
5. evidence
6. antisocial
7. a
8. b
9. c
10. c
11. b
12. a
13. a
14. c
15. a
16. c
17. d
18. d
19. c
20. a

UNIT III

III. COMPREHENSION

A. Identifying the main idea: *stated and implied*

The main idea of a selection is what the selection is all about. The main idea may be stated directly. When it is stated in a paragraph, it is usually the first sentence, called the topic sentence. When the main idea is not stated directly, we say it is implied. When it is implied, you must try to figure out what the writer is trying to say by inferring what he means. Sometimes, several sentences in a passage will suggest to you the main idea.

TEACHING SUGGESTIONS:

1. Assign a 30-minute television show for student to watch. If this isn't possible, tape one and bring it to class. Ask student to decide on the main idea.

2. After main idea is decided (in #1), have student discuss if main idea was stated or implied. Have student tell you some of the supporting facts they remember.

3. Read short paragraphs from newspapers or magazines, and ask student if main idea is stated or implied. Ask student what title would be given each article.

4. Supply several topic sentences. Have small groups of students discuss and compose a paragraph to support this. (This might be used with better students.)

5. Ask student to bring one article from newspaper or magazine and be prepared to state main idea and give a new title.

6. Be sure student understands that main idea and title are usually closely related.

ANSWERS:

1. *After the coming of the Spanish, many things changed for the Pueblo Indians.*

2. *Any five of the following are acceptable:*

   * *They got wool and learned to weave it.*
   * *They learned a new language.*
   * *Their land was taken from them.*
   * *They learned to cook differently.*
   * *Money was introduced.*
   * *New system of government.*
   * *New religion (Christianity) was introduced.*

III.A. Identifying the main idea: *stated and implied*

ANSWERS:

3. *Answers will vary.*
   EX: Spanish probably thought the Indians were heathens who needed to be converted. Indians probably resented the Spanish domination.
4. *Answers will vary.*
   EX: The Spaniards brought about many changes to the Pueblo Indians' way of living.

1. *The young boy (scout); the leader*
2. *boy -- 16; brave; eager to prove himself; sensitive; very skilled.*
   leader--a good man; believes in discipline; hasty in judgement, but learns to be fair.
3. *The most important thing in the story is the personalities of the two characters and what they learn through their experience.*
4. *c*

SUPPLEMENTAL MATERIALS:

SVR-7300, pp. 28-36, 45-46, 51-56, 64-68, 73-74, 77-79, 83-85
SIR I, pp. 137-152
BL-SS "H" or "I", units 1-25
PGRS, pp. 65-77, pp. 104-114

III.B. Identifying cause and effect: *stated and implied*

Every effect has a cause. Y happens as a result (effect) of X. Sometimes, this cause and effect relationship is directly stated in a reading selection; sometimes it is implied. When it is implied, you must read the selection carefully to figure out what is being suggested. You must determine that X is the cause of Y or that Y is the result of X.

TEACHING SUGGESTIONS:

1. Discuss a particular event, holiday, or celebration in student's life. Discuss cause and effect relationship. Examine "good" and "bad" concept through discussion.

2. Ask each student to write a simple paragraph about an event or incident in her life. In small groups, each student reads or tells her story, and other students identify cause and effect.

3. Ask students to watch three separate television commercials and decide on cause and effect in each one. Was effect stated or implied? Could same commercial be interpreted differently by others?

4. Play a tape of or discuss cause and effect relationships between smoking-cancer, drinking-liver damage, drinking-reckless driving, overeating-obesity, etc.

ANSWERS:

1. *Coyote ran off and broke off one of the giant's legs as proof that he had killed Yeitso.*
2. *The sacred wind had told them she meant to kill them.*
3. *He knows she plans to kill him.*
4. *They became pinon trees and yucca plants and provided useful food for human beings for all time.*

1. *Someone either let the horses out or stole them.*
2. *It was a narrow canyon, full of boulders.*
3. *The warriors had burned the village with flaming arrows.*
4. *It probably angered the Apaches.*
5. *Chief Bounding Elk was struck down by an arrow, and the men had no one to lead them.*
6. *They were angry because of the fighting and the burning of the villages.*
7. *The others were killed.*
8. *(Answers will vary)*
   The spirits were angry.
   Their carelessness caused their deaths.

III.B. Identifying cause and effect: *stated and implied*

SUPPLEMENTAL MATERIALS:

SVR-2400, pp. 28-31, 42-43
BBSR, pp. 91-93, 104
SIR I, pp. 22-36, 90-104

III. C. Drawing conclusions

Drawing conclusions is something we do constantly. We gather facts, form opinions, and make judgments (draw conclusions). Often, the conclusions we must draw are based on incomplete or partial information. We must make inferences (draw conclusions) based on the information given.

TEACHING SUGGESTIONS:

1. This is an explanation for the teacher to adapt in the classroom. Explain inference or drawing conclusions with these examples.

   The student is walking down the aisle in a store and sees a friend walking one aisle over. You speak and your friend doesn't answer. You say to yourself, "I wonder what I did to him?" or "What's he mad about?" or "Maybe he didn't see me." You are drawing a conclusion that is not based on fact. This is inference.

2. Another way to explain inference is to tell the student that the answers to the questions are not printed in the reading material. The student must take the information given and decide how to apply this to answer the question.

3. Bring in want ads for autos (i.e., "needs minor repairs"; "needs tune-up"; "needs loving care"). See if students can find ads in which the reader must draw a conclusion.

4. Read aloud excerpts from a story and ask students to decide what happens next.

5. Ask students to act out or give example of life situation where a conclusion was drawn. Would same conclusion be drawn by all? Discuss freedom of choice by individuals.

ANSWERS:

1. *turquoise stone*
2. *The last three paragraphs describe the turquoise stone. ". . . a large blue-green rock, round like the sky over their land and mountains." ". . . in the rock were flecks of light amber. . ." "this stone of early morning light. . ."*
3. *The stone was created from the blue-green reflection in young girl's hair.*
4. *Girls do not normally sink into the earth.*

III. C. Drawing conclusions

SUPPLEMENTAL MATERIALS:

BBSR, pp. 151-172
BL-SSS, Drawing conclusions.

III.D. Distinguishing between fact and opinion

A fact is a statement that can be verified or proven. It is impersonal. An opinion may be based on fact, but it reveals what someone thinks, believes, or feels is true. It is a personal statement made according to the speaker's perception. As such, it cannot be verified. Words such as "best," "worst," "feel," "think," etc. indicate opinions.

TEACHING SUGGESTIONS:

1. After discussing the differences between fact and opinion, ask students to list words that indicate "opinion." Make a list for future use.

2. Ask students to tell about a member of the family using only facts. Then tell about same member using only opinions.

3. Bring in political cartoons and have small groups decide which ones or portions of ones are fact or opinion. Have students decide on a title for each.

4. Have students read a political statement (local or state) and distinguish between fact and opinion.

5. Bring several different articles to class: jar of jelly, wrinkled or pleated skirt, fresh flower (carnation), etc. Ask each student to write or tell two facts and two opinions. Do all students agree with each other that "a fact is a fact"?

ANSWERS:

1. *fact*
2. *facts*
3. *4*
4. *opinion; all <u>hard</u> workers*
5. *opinion*
6. *fact*
7. *opinion*
8. *Students' answers will vary, but must express an opinion.*

SUPPLEMENTAL MATERIALS:

BBSR II, pp. 13-16

III.E. Figurative language

Figurative language is multi-layered. Each statement has two meanings. The language is often very descriptive and allows one to use the imagination. The use of figurative language helps to more effectively communicate.

TEACHING SUGGESTIONS:

1. Read a legend to the students and ask them to identify the figurative language. Discuss the point--the impact that figurative language has on our imagination.

2. Write four topics on the blackboard. Divide the class into small groups and let them select a topic. The group will make up a story (2-3 minutes in length) about the topic. Ask one member to give the story orally.

3. Use comparison to explain figurative language. "He ran quickly" versus "he ran swiftly as the north wind." Which one elicits an emotion and which one is definite and to the point?

4. Ask students to list figurative language that they have heard: strong as...; quick as...; like a...

5. Ask students to repeat tongue twisters. This is a good example of repetition. Also this is a quick "ice-breaker" for the class.

6. Offer suggestions for concepts/items which carry symbolic meanings. Have student discuss. For example, a job might symbolize security, reward, increased spending power or, on the other hand, boredom and a lack of freedom. A car might stand for power, mobility, having money to spend, etc.

ANSWERS:

1. *Answers will vary:*
   EX: Hear, all people...
   As thou dost rise...
   North winds...
   Wilt thou pause...
   etc.
2. *Answers will vary:*
   EX: Perhaps the mother was born or conceived in the fall.
   Long Lance may have been tall and thin or swift.
3. *b*
4. *sun*
5. *a) giver of life; givers of wisdom; givers of strength*
   b) look, favor; teach
   c) breathe; rise, pause

III.E. Figurative language

ANSWERS:

6. *b*
7. *c*
8. *ants, water, birds, sunset, animals, people, plants, and trees.*
9. *...bird crossed the brilliance like a lance thrown swiftly by a strong arm.*
10. *tree-rose; leaf-brushed; stirring thing-whispered; sun's departure*
11. *alliteration*
    "source of all swiftness"
    "wild force of the winds"
12. *Answers will vary; should have to do with the child being blessed or ceremonially initiated into life*

SUPPLEMENTAL MATERIALS:

BBSR II, pp. 24-30
SIR I (poetry), pp. 184-196
SIR II, pp. 180-188
PGW, p. 127

UNIT III POST-TEST: COMPREHENSION

1. The prehistory of the Southwest is dominated by one main lasting culture--the Anasazi or "ancient ones."
2. (Any three of the following are acceptable.)
   a. They lived in the first centuries B.C.
   b. They were hunters and gatherers at first.
   c. They developed a settled life dependent on farming.
   d. Early on they lived in pithouses near caves.
   e. Later they built pueblos.
3. Anasazi learned skills that helped them build large stone and cement pueblos of which some have lasted to this day.
4. for protection from other bands, the weather, and animals
5. the lion king and the cricket
6. a. The lion is strong and fast, but boastful and impudent; he judges without looking beneath the surface.
   b. The cricket is daring and bold, not afraid because he is wily and shrewd; his attacks are well-planned.
7. He is the largest and strongest of all the animals in the forest. He assumes brute force alone will always win.
8. c
9. One woman screamed out at them as they rode by.
10. Women and children were hit with them and killed or wounded.
11. b
12. a
13. Changes in the weather occurred and brought more rain. The volcanic ash held moisture which made it possible to grow crops.
14. opinion
15. opinion
16. fact
17. b
18. Papago tradition
19. Any one of these: Here come the clouds
    They are so very...
    ...and wait for the rain.
20. Any one of these: The sun has moved over.
    They are carrying the rain.
    The clouds have lied to us.

UNIT IV

IV. STUDY SKILLS

C. Map and graph reading

Map and graph reading is done by interpretation of symbols. When you attempt to read a map, be sure to look first at the explanation of symbols. Note also the scale of distances (such as 1"=30 miles). In map reading, north always points upward. When reading graphs, always look for the explanation of symbols.

TEACHING SUGGESTIONS:

1. Teacher should bring map of the United States. Give directions and distances and ask students to identify city, river or park that matches the directions. For example, 42 miles north of Omaha, Nebraska is the county seat named _____.

2. Using state map of Arizona, ask students to figure the boundaries of several tribes and give written descriptions.

3. Using a globe, teach students about how the direction of the wind normally affects the movement of the weather across the United States. Follow the weather for a week (especially a storm).

4. Teacher can use many handouts for this study skill.

5. By using handouts, teach the students to read a graph: title, across the top or bottom; read all information listed on the vertical and horizontal outside the graph; then look at the graph before trying to answer the questions. Always have student make a statement about the progress or decline of the figures on the graph.

ANSWERS:

1. *more*
2. *0%*
3. *Apache County*
4. *No. In 1978, Navajo County had the most Indian residents.*
5. *731*
6. *100%*
7. *7%*
8. *Gila, Nohave, Navajo, Santa Cruz, Yavapai*
9. *Apache, Cochise, Graham, Greenlee, Yuma--or out of state*
10. *greater*

IV.C. Map and graph reading

ANSWERS:

11. *Answers will vary:*
    EX: growth of cities (more jobs)
    more education (becoming more cosmopolitan)
    more services for some people's needs
12. *More Indians will continue to move to urban areas.*

1. *160; traveling west*
2. *Petrified Forest and Grand Canyon*
3. *I-17; south; 140 miles*
4. *287 miles; 4 3/4 hours*
5. *Colorado River*
6. *Interstate 8 to Interstate 10 to Benson to SR 80 to Bisbee*
7. *Chiricahua National Monument*
8. *about 5 1/2*
9. *Colorado River (Lake Havasu) and north of Yuma*
   Roosevelt Lake (near Phoenix)
   San Carlos Lake (near Globe) and Nogales
10. *Phoenix; approximately the center*
11. *Nogales* *Safford*
    Yuma *Holbrook*
12. *Any four of the following*
    Page *Nogales*
    Mormon Lake *Prescott*
    Flagstaff *Canyon de Chelly*
    Lake Havasu *Organ Pipe National Monument*
    Roosevelt Lake
13. *456*
14. *Organ Pipe National Monument*
15. *Page*
16. *69 to I-17 to Phoenix; I-17 to Globe; 60 to Holbrook; I-40 to Flagstaff; I-40 to 69 to Prescott or I-40 to I-17 to 69 to Prescott*

1. *15%*
2. *food*
3. *6%*
4. *5%*
5. *28%*
6. *$10.50/week*
7. *20%*
8. *Housing*

SUPPLEMENTAL MATERIALS:

BBSR II, pp. 95-136
SIR II, pp. 116-117
PGRS, pp. 176-200

IV.D. Summarizing and skimming

Summarizing means condensing material into the fewest words possible while still retaining the original idea. Skimming refers to scanning material quickly, without reading every word, to grasp the important points.

TEACHING SUGGESTIONS:

1. Teacher can read a short story (O. Henry's The Christmas Present) and then ask students to form small groups. The group decides on a summary, by main idea, and several points to support it.

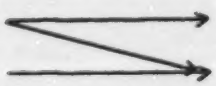
2. Students bring in newspaper articles and give a summary.

3. Read a legend aloud to the students and have them give a summary.

4. To teach skimming, the teacher might use a timer. Have several paragraphs typed on a handout, give to the students and time the reading. At the end of two minutes, stop them, find out what they learned. Ask them not to read every sentence.

5. Give the same paragraph to each student. Have the teacher read aloud the paragraph omitting the words: a, the, an, of, by, for. This forces the student to concentrate on important words.

6. Ask the student to read a paragraph thusly: read the topic sentence, then read at an angle, from left to right, scanning two sentences at a time.

   Then read final sentence.

ANSWERS:

Should be numbered from top to bottom in this order:
1
4
2
6
3
5
Answers will vary for the paragraph. Should read something like this:

IV.D. Summarizing and skimming

ANSWERS:

On a hill above the river lies the terra-cotta and grey, green and smoke-blue Zuni. During the time just before the winter solstice, Zunis do not trade, buy or sell; they build no fires. The clowns, every four or eight years, ceremonially cleanse the ovens by throwing out evil and imaginary garbage. Throughout the year, at certain times, dances and ceremonies are held. Dolls, fetishes, and prayer-sticks are used in ceremonies. Zuni masks, used in ceremonies and dances, are very intricate, interesting and colorful.

1. *Papagos did not like to go to war and felt success in it depended equally on magic and bravery.*
2. *Papagos; Apaches*
3. *first paragraph*
4. *second paragraph*

1. *Pebble and stone game something like Parcheesi*
2. *men*
3. *a dice game; women play*
4. *paragraph #3*

SUPPLEMENTAL MATERIALS:

SIR II, pp. 166-174
PGRS, pp. 20-30

IV.E. Parts of newspaper and reading want ads

Knowing the parts of a newspaper enables you to turn quickly to the appropriate section to find necessary information. Knowing the abbreviations commonly used in want ads will help you respond correctly to the ads.

TEACHING SUGGESTIONS:

1. List abbreviations on board and ask students to identify them before you give answers. Most can be guessed.

2. Bring sample newspapers to class. Designate an area and have students a) identify jobs for which they are qualified, and b) identify jobs they would like.

3. Teach using coupons. Bring in coupons and show how to clip them from the newspaper. Take Foods section and show how much can be saved by using coupons. Also, use the food ads section to explain comparison shopping. List 10-15 items and have student list different prices available. Explain that they also must take into consideration the cost of gasoline and their time. For example, is it better to go to a closer store with slightly higher prices or a store that is further away but has lower prices?

ANSWERS:

1. *Business & Finance or News*
2. *Classified*
3. *Sports*
4. *Editorial*
5. *News*
6. *Entertainment*
7. *Entertainment/Leisure or Comics*
8. *Entertainment*

1. *a, b, c, f*
2. *b, c, e, f*
3. *d*
4. *c, f*
5. *c, e*
6. *b*
7. *c*
8. *d; no*

1. *a, b, c, e*
2. *a, e, f*
3. *d, f*
4. *a, b, c, e*
5. *d*
6. *f; newer model, more economical*
7. *c, e*
8. *Answers will vary, but must be based on text. For e, nothing is said about how it runs, so its being cheaper may not mean its a good deal.*

IV.E. Parts of newspaper and reading want ads

ANSWERS:

1. *b*
2. *c; dental x-ray certification*
   f; journeyman certificate
3. *office person; accounts receivable/accounts payable; can use Wordstar & Super II software*
4. *c; e--medical; f*
5. *f*
6. *f (2-3 years)*
7. *No--b, c, f (f you can't call at all)*
8. *Answers will vary.*
   a) *Computer operator for IBM equipment*
   b) *Office person for Wordstar and Super II software; must know accounts receivable and accounts payable*
   c) *part-time dental assistant; taking x-rays*
   d) *front office receptionist--answer phones, greet public, light bookkeeping*
   e) *full-time drywall hangers--hang drywall*
   f) *work with sheet metal and refrigeration pipes*

SUPPLEMENTAL MATERIALS:

SVR-2600, pp. 34-43
SIR II, pp. 93-103
Coping 4, How to Get a Job, pp. 34-37

IV.F. Test-taking skills

Knowing how to take tests is sometimes as important as knowing the correct answers. By mastering basic test-taking skills, you will reduce test anxiety.

TEACHING SUGGESTIONS:

1. Never give a student a test until you feel he can be successful.

2. Give students exposure to various types of tests.

3. Have student realize that a test can be divided into smaller sections if he is fearful of large numbers. If there are 80 questions on the test, ask the student to think in 10-question segments.

4. If possible, give mini-tests frequently. After one section is learned, quiz your students.

5. Build one quiz upon another. Always keep reviewing material.

6. Tell students that everyone "freezes." Close eyes and relax. Then start again.

7. Answer all the questions you know first. Then go back and answer those you aren't sure of.

8. Give student practice taking timed tests. During the test, stop a student periodically so the student can check to see whether he is pacing himself correctly.

ANSWERS:

1. *False*
2. *False*
3. *True*
4. *False*
5. *True*
6. *False*
7. *False*
8. *True*

SUPPLEMENTAL MATERIALS:

UNIT IV POST-TEST: STUDY SKILLS

1. I-17 to Highway 69 to Prescott, Highway 69 to I-40 to Flagstaff, and I-17 to Phoenix.
2. 3¼ hours
3. Apache County, Coconino County, Maricopa County, Navajo County
4. 62852
5. The Basketmaker Culture
6. The early people were hunters and farmers with few weapons or crops; they made some crafts. In the second period, more crops were grown, a greater variety of weapons and ornaments were made, and pottery was fired.
7. Editorial
8. Business/Finance
9. News
10. c
11. a
12. d
13. b
14. bookkeeper trainee
15. part-time cleaning person
16. butcher's helper, waitress
17. false
18. false
19. false
20. true